DOCUMENT RESUME

ED 358 504 EA 024 253

AUTHOR Rapaport, Ross J.
TITLE The Role of a Campus Alcohol and Other Drug Program Coordinator.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 91
NOTE 10p.; An earlier version of this paper presented at the National Collegiate Drug Awareness Week Training Conference (Ypsilanti, MI, January 27-29, 1991). Figure 1, which has small print, may not reproduce well in paper copy.
PUB TYPE Guides - Non-Classroom Use (055) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Role; Alcohol Abuse; *Cooperative Planning; *Cooperative Programs; Drug Abuse; Higher Education; Intervention; Leadership; Networks; Prevention; Shared Resources and Services; *Substance Abuse

ABSTRACT

The role of an alcoholic and other drug (AOD) program coordinator is described in this paper, with attention given to simplifying multiple administrative roles and responsibilities. The AOD problem is reconceptualized as a dilemma to be managed rather than solved. A comprehensive campus program is defined in terms of three elements: program components, target populations, and the chemical-use status of the target population. From a systems perspective, functions of the program coordinator include fostering coordination, consultation, program development, training/education, referral, and supervision. A primary theme is shared responsibility among systems. A recommendation is that the campus program coordinator apply the four principles of effective leadership (Bennis 1991) defining a purpose, communicating a vision, planning, and participating. Two figures are included. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED358504

The Role of a Campus Alcohol and Other Drug Program Coordinator*

By
Ross J. Rapaport
Professor of Counseling
Central Michigan University
Foust 102
Mt. Pleasant, MI 48859
(517) 774-3381

*An earlier version of this paper was presented at the National Collegiate Drug Awareness Week Training Conference, Ypsilanti, MI, January 27-29, 1991.

*Preparation of this document was supported, in part, by the Office for Educational Research and Improvement, U.S. Department of Education. An edited version of this paper is scheduled to be available Fall, 1992 in a handbook published by the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. Contact Vonnie Veltri, (202)219-2265, for information about the Network and Handbook.

EA 024 253

"Simplicity, simplicity, simplicity! I say, let your affairs be as two or three, and not a hundred or a thousand; instead of a million count half a dozen, and keep your accounts on your thumb nail...Simplify, simplify..."

Henry David Thoreau, Walden

"Most acronyms stink. Not KISS! Keep it simple, stupid! One of the key attributes of the excellent companies is that they have realized the importance of keeping things simple despite overwhelming genuine pressures to complicate things.

Thomas J. Peters & Robert H. Waterman, Jr.
In Search of Excellence

"A father came upon his young son trying to assemble a jigsaw puzzle. What should have taken no more than a few minutes became a marathon affair. As the poor lad struggled unsuccessfully to match the odd shapes, the father's frustration turned to desperation. 'What is wrong with my boy?' he wondered. 'Why can't he put two pieces together?' Suddenly, it dawned on him. In his eagerness to begin the puzzle, the little guy had dumped the pieces on the floor and then cast the box to one side. By ignoring the box, with its picture of the finished puzzle, the boy had thrown away the blueprint for the entire project! The father retrieved the box and showed his son a picture of the completed puzzle, and it didn't take long before the task was successfully completed."

Rolf Zetterstein, Focus on the Family
May 1991

Regarding the Alcohol/Drug Issue:

"It is not a problem to be solved, but a dilemma to be managed."

Penny Norton
January 12, 1990

Introduction

The job of an alcohol and other drug (AOD) program coordinator has the potential for quickly becoming very complex and there is often no clear conceptualization of the coordinator's multiple roles and responsibilities. The purpose of this brief paper is to remind those interested in this area to "keep it simple," to provide a reasonably clear picture of what an AOD program coordinator's role might be, and to perhaps remind readers that AOD problems are here to stay. We are not going to solve the AOD problem, rather we must reconceptualize it as a dilemma.

The AOD Dilemma

According to Penny Norton, "Dilemmas are situations to be managed more effectively, not problems to be solved....The drug situation in this country may change as far as the types of drugs available; however, it is not going away...Therefore, we need to learn to manage all dilemmas associated with alcohol and other drugs more effectively, and quit trying to solve a problem that cannot be solved (Norton, 1991, p. 8)."

A Comprehensive Campus Alcohol and Other Drug Program Defined

A conceptual framework for developing a comprehensive campus program to reduce alcohol, other drug, and substance problems (Rapaport & Bryan, in progress) defines a comprehensive campus program in terms of three factors: Components of a comprehensive program, target populations and chemical use status of the target population. Each factor is described further below and the conceptual framework is presented in Figure 1.

The components of a comprehensive program include: Mission and Philosophy; Assessment, Evaluation and Research; Policy Enforcement and Federal, State and Local Laws; Prevention and Education; Early Intervention; Treatment, Referral, Aftercare and Support Groups; Healthy Culture and Activities; Local Resources and Community Relations; Curriculum; Adequate Resources and Administrative Support.

Target populations include: Faculty, Staff, Administrators, Students, Governing Boards, Institution as a Whole, Families and Significant Others, Alumni, Community, and various Sub-populations (e.g. gender, ethnic, greeks, returning adults).

Chemical use status of target populations includes: Non-users of Alcohol/Other Drugs/Other Substances, Users of Illegal Drugs, Misusers of Legal Drugs and/or Other Substances, Low Risk Users of

Alcohol, Problem Users of Alcohol, Users of Alcohol/Other Drugs/Substances Who are Chemically Dependent.

Each factor and component is more completely discussed in Rapaport and Bryan (in progress).

Coordinating a College Alcohol and Other Drug Program

Coordinate means "to arrange or place in proper order or position, to combine in harmonious relation or action, to act in harmonious action." Within the context of a campus alcohol and other drug program, to coordinate may be considered a process of bringing together different groups of people or individuals, who wish to work together in a coordinated, harmonious and consistent manner, to reduce campus alcohol and other drug problems. The coordination function is separate from program implementation and other functions.

Implementing a comprehensive campus alcohol and other drug program is beyond the capability of one person and requires the coordinated efforts of many interested and committed administrators, faculty, staff, and students.

Conceptually, this approach is consistent with a "systems approach" which "... views the community and the environment as interconnected parts, each affected by the others and needing to work together. Because the individual parts have the potential either for support or to undermine each other's efforts, the goal of any community that is serious about prevention must be to make the parts work together. Cooperation and support will move communities closer to creating environments for youth (and others) that consistently discourage (harmful) involvement with alcohol and other drugs. Although building a comprehensive program clearly takes time, if it is planned in stages, the systems approach to prevention need not be an overwhelming task." (Office of Substance Abuse Prevention, 1989, p. 18, words in parentheses added)

An example of the coordination function for a college student focused alcohol and other drug education program within an institution of higher education is shown in Figure 2. Note that the following systems are shown: Orientation, student activities, athletics, student newspaper, recovering community, public safety, judicial affairs, counseling center, student organizations, health services, academic departments, administration, personnel, advisors, residence life, research. Each "system" can be involved in campus efforts to reduce AOD problems in a manner consistent with its primary role and function.

The AOD program coordinator is involved in coordination, consultation, program development, training/education, referral and supervision. As previously mentioned, coordination involves bringing these groups of interested people representing different "systems" together to work cooperatively towards a common goal.

Consultation is a function where the AOD program coordinator assists a representative from another "system" in solving their AOD problem. Training and educating others concerning AODs is an important function of the coordinator as is knowledge of resources, making appropriate referrals and supervising others working in this area. **The AOD coordinator does not do all programming or all substance abuse counseling, nor is he/she solely responsible for the institution's efforts to reduce alcohol and other drug problems. This work is an institutional responsibility shared among many systems with the coordinator reporting to as high level administrator as possible.**

Let's Do Lunch

Often I am asked what is the first step to take in developing a comprehensive alcohol and other drug education program on campus. The first step is to bring together representatives from all the systems you wish to involve in community efforts to manage and reduce (not eliminate) alcohol and other drug problems. Bring together these and other interested people from on and off campus along with individuals who are already working in this area. The purpose of this meeting is to meet each other, share vision and mutual concerns, break down barriers, begin to plan and share resources, and so on. A good way to do this is over lunch or breakfast, or a meeting where everyone sits around a table with coffee or juice, or just talking to one another in a group.

It is essential to identify one person to bring people together, run the meeting, work from a flexible agenda, be open to new members, see what happens and talk and meet again. Validation and support of these efforts by upper level administrators is essential. Bringing people together like this takes time, commitment, and does not require a lot of money.

Conclusion

Warren Bennis in his 1991 keynote presentation at the American College Personnel Association annual conference in Atlanta discussed the qualities manifested by top leadership. He defined leaders as people who do the right things as contrasted with managers who do things right. He went on to define the four "Ps" of leadership: Purpose, painting, planning and participation.

Purpose means helping define purpose or mission, having a vision or clarity of purpose, identifying what is important. Painting is to paint a picture. Good leaders are challenged, according to Bennis, to cut through the plethora of paper and information. Their challenge is to communicate and articulate forcefully their vision, to take an abstraction and reduce it to specific and concrete components.

Bennis described planning as vision sustained through action;

vision with a deadline. Participation is of course bringing people together, to bring the key players together and create a feeling of involvement and shared responsibility.

The campus AOD program coordinator would be well served to follow Bennis' four "Ps" of leadership in working to more effectively manage alcohol AOD problems in institutions of higher education.

References

Bennis, W. (1991, March), On becoming a leader. Presentation at the meeting of the American College Personnel Association, Atlanta, GA.

Norton,P. (1991). Putting the pieces together: A guide to community actions for the prevention of alcohol problems. Clare, MI: Mid-State Substance Abuse Commission, (Call 1-517-386-4020 for ordering information).

Office of Substance Abuse Prevention. (1989). Prevention Plus II: Tools for creating and sustaining drug free communities. (DHHS Publication No. ADM 89-1649). Washington, D.C.: U.S. Government Printing Office. (Call 1-800-729-6686 for ordering information).

Rapaport, R.J. & Bryan, W.A. (in progress). A conceptual framework for developing a comprehensive campus program to reduce alcohol, other drug and substance problems. United State Department of Education Office of the Assistant Secretary for Educational Research and Improvement.

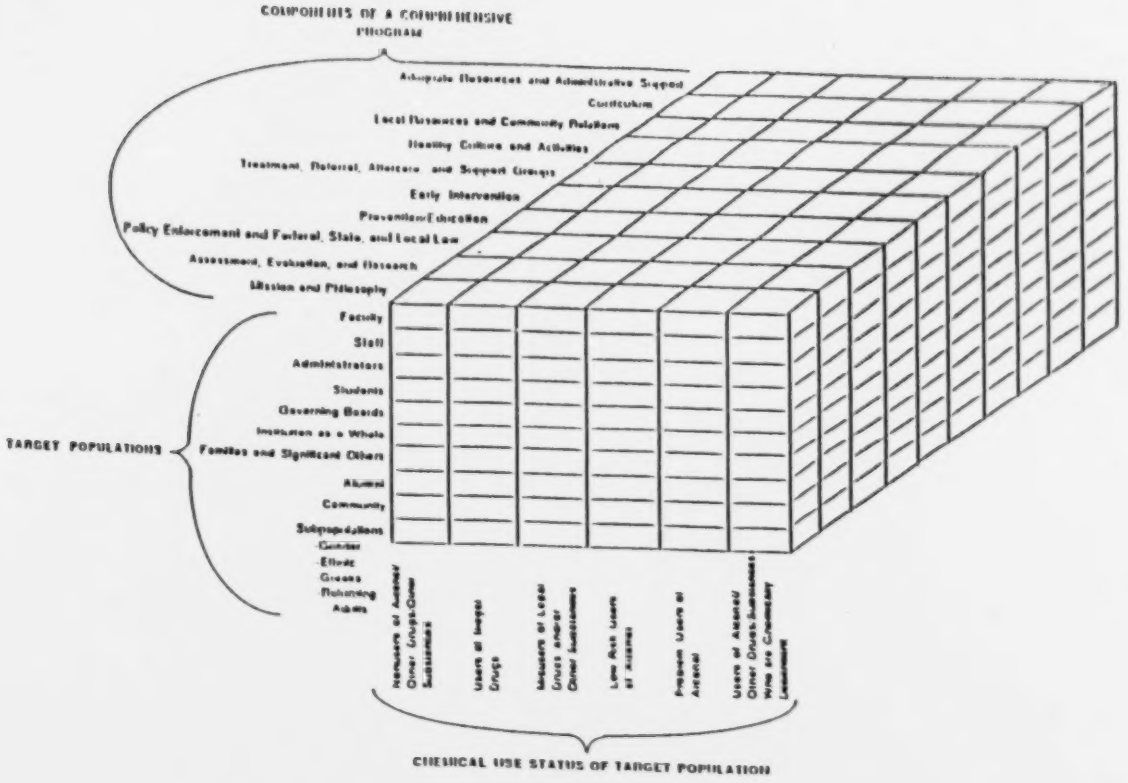

FIGURE 1

A Conceptual Framework for Developing a Comprehensive Campus Program to Reduce Alcohol, Other Drug, and Substance Problems

From: Rapaport, R.J. & Bryan, W.A. (in progress). A Conceptual Framework for Developing a Comprehensive Campus Program to Reduce Alcohol, Other Drug and Substance Problems. Preparation of this document was supported, in part by The Office for Educational Research and Improvement, U.S. Department of Education.

Please do not distribute without permission of the authors. Contact Ross J. Rapaport, Counseling Center/Foust 102, Central Michigan University, Mt. Pleasant, Michigan 48859.

BEST COPY AVAILABLE

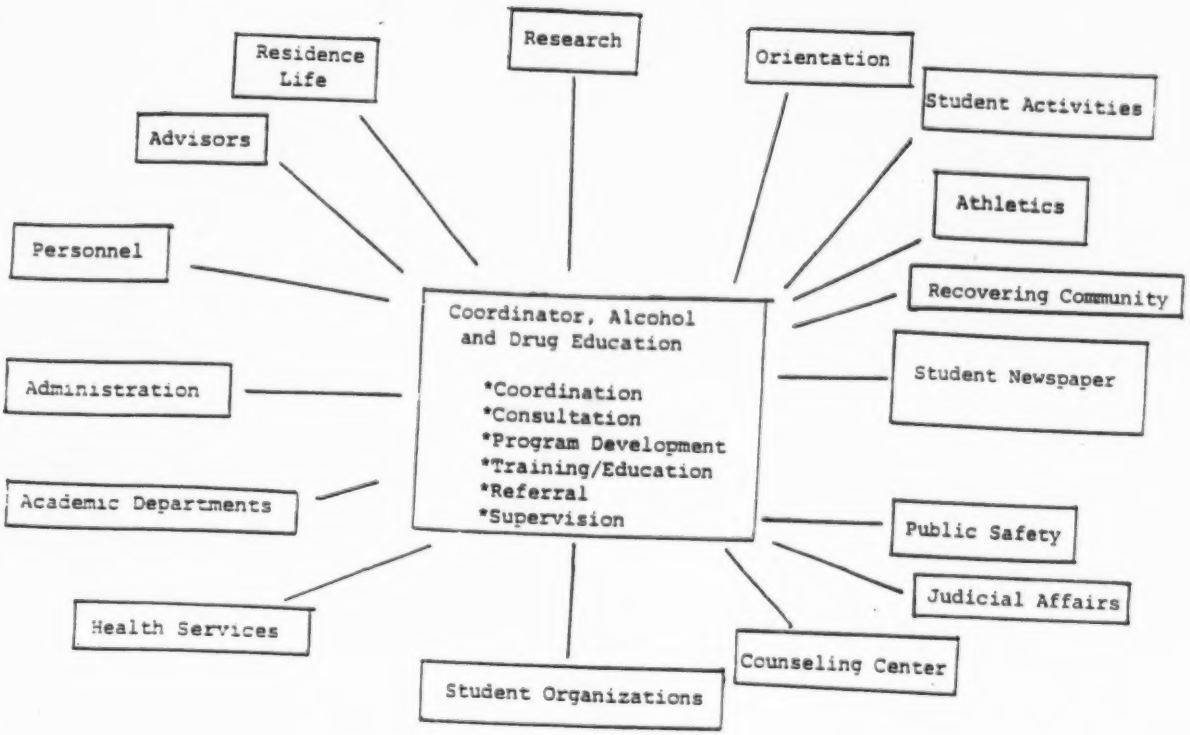

Figure 2

Coordination of Alcohol and Other Drug Programming at Colleges and Universities.